

The University of Akron Wayne College

3300:112:701

English Composition 112

Credit Hours: (3)

**Wayne College Student Learning Outcomes**

- **Critical Thinking** (Analyze facts and solve problems)
- **Effective Communication** (Oral & written)
- **Information Literacy** (Locate, retrieve, evaluate, and effectively use information)
- **Appropriate Use of Technology** (Retrieve, produce, & disseminate information)

Spring 2013**Instructor:** Ms. Deborah Miller-Zournas**Course Time:** MWF 8:00 – 8:50 a.m. in B120**Office:** C 126**Office Hours:** Monday and Wednesday 11:00 a.m. – 12:00 p.m. or by appointment**Office Phone:** 330-683-8702 or 8792**Email Address:** millerz@uakron.edu

■ **Emergency plan for B120 is posted in this room.**

1. Course description and prerequisites: (Prerequisite: 3300:111 English Composition I)

In English 112 you will be reading and writing argument essays on topics of current interest and debate, exploring multiple perspectives on these topics through research using electronic and print resources. Our class time will be spent discussing and analyzing the readings, practicing writing, learning proper MLA format, and improving techniques and strategies for effective research. By the end of the course, you will be a better writer and will be able to locate, evaluate, and incorporate outside sources into your writing.

2. Rationale:

Writing well is an essential skill needed to succeed in life. Regardless of what you plan to do in the future, the ability to write clearly and effectively will enhance both your academic and professional life. Don't forget that many times your writing (i.e. cover letter, resume, etc.) is the first impression that one receives of you. Make sure your first impression is a good one.

3. Learning course goals:

1. Create a claim or position statement.
2. Organize and write position and proposal arguments.
3. Use evidence to support ideas in a paper.
4. Effectively and correctly summarize, paraphrase, and quote sources.
5. Locate and use appropriate electronic and print sources for research.
6. Correctly use MLA style in papers.
7. Think critically about complex issues.
8. Recognize and articulate diverse perspectives on issues.

4. Required text(s) and materials:

Required Texts:

Dialogues: An Argument Rhetoric and Reader. 7th edition, by Gary Goshigar and Kathleen Drueger.

The Little, Brown Compact Handbook with Exercises. 8th edition, by Jane E. Aaron.

Other materials needed will be a flash drive, highlighters, and two-pocket folders for submitting papers.

Websites

Springboard and/other web based resources: If you lose your syllabus, assignment sheet, or writing assignment sheet, you may find them posted on Springboard. Also, the instructor of this course posts all grades on Springboard so you have access to your progress at all times. Hard copies of your work are usually returned after the Springboard posting. As you have the ability to view your grades, it is up to you to make an appointment if you are failing or doing poorly in this class. You must also faithfully check your University of Akron e-mail, as this is how I will contact you if needed. If I need to cancel a class, you will be notified in advance if possible. Check your e-mail or Wayne College's website www.wayne.uakron.edu.

5. Instructional methods:

Instructional methods for this course will include lecture, discussion, writing, group work, library research and workshops, Writing Center Attendance, and worksheets.

6. Course requirements: Students are required to:

1. Attend all class meetings and arrive on time.
2. Come to class prepared with the day's assignment.
3. Hand in all assignments and papers on time. No late work is accepted. Certain assignments can be made up as specified in point #9. Point deductions of 5 points per day apply and after two class periods, the assignment will not be accepted and you will receive a 0.
4. Participate in class discussion and group work.

The requirements for Writing Papers in this course are as follows:

Your three formal papers are varied. Paper I is an Evaluation 400 – 600 words, Paper II Proposal is 1000 words, and Paper III Position is 1300 -1500 words. All three papers require properly documented sources, but the emphasis is on academic sources. Criteria sheets are given for each paper. You will be limited in your choice of topics for these papers and you must provide photocopied, labeled, highlighted sources for each. Specifics will be given at the time each paper is assigned and specific criteria explained. All papers are to be submitted in a two-pocket folder with criteria sheets, drafts, peer editing sheets, and any other work related to the assignment. You will be given specific instructions for each paper and the order of the folder. All components of the writing process count toward the final grade on your paper. If you neglect to place your criteria sheet in your folder, I will not break down your grade.

Papers and other items are considered late unless turned in when specifically indicated. At the beginning of class means the work is ready for submission—not being printed out after class has begun.

All papers and work in class (unless otherwise indicated) must be typed, double-spaced, 12 point font, proper MLA layout and formatting.

****Please save all graded papers and assignments until you receive your final grade in the course.**

****Always have access to a copy of your work for your protection.**

On days that full drafts of formal papers are listed for editing means exactly that: a full draft with parenthetical citations, and a Works Cited. If you come in with a few paragraphs, etc. you will not be permitted to edit and will lose points per specified criteria for that specific paper.

You are to attend the writing center three times this semester (see #14 for details). You must also complete all five library workshops. Deadlines for workshops and writing center attendance are indicated on your assignment sheet. As Library Workshop Five is presented live in class and is a hands-on workshop, you must attend all three days. If you miss a day, you will be given a 0 for Workshop Five.

Your final exam is indicated on your assignment sheet. You must be present during finals week on the date determined by the university as your exam date. It is up to you to resolve work, personal, or other conflicts.

Students are given a certain amount of money to use to print on campus. Be aware that this amount will probably not be enough to cover the printing that you must do for this class.

Unless specified, no handwritten work is accepted.

7. Evaluation strategies/grading criteria:

You will be given a criteria sheet for each formal paper, your Logical Fallacy assignment, and your Collaborative Assignment listing specific grading criteria for that specific assignment.

Writing assignments will be graded on completion of the assigned task, properly done, but errors in standard English grammar, punctuation, and syntax will count against you.

Library Workshops 1 - 4 must have a score of 80% to pass. You will be permitted one retake. On the days that workshop scores are due, you must print out a copy of your score with your name clearly printed on the paper. I will not accept scores that have handwritten names. Even if you did not pass, you must print out your score so that I know you attempted the workshop. Keep in mind retake means to take again. If you do not show me a score on the due date, you may not submit a retake on the date that retakes are due. If you completed workshops 1 - 4 in the past academic year, you may use those scores.

Grading Scale: Under FERPA, as a student attending a post-secondary institution, you are given a right to privacy. This protection prohibits the release of information concerning grades, assignments, your progress in this class, we cannot even disclose that you are registered for classes, etc., to anyone other than you.

This semester, your grade will tentatively be based on the following:

Paper I: 100 points

Paper II : 150 points

Paper III: 200 points (50 points of this paper is your Annotated Bibliography)

Writing Center Attendance (3 X 10) = 30 points

Library Workshops (5 X 10) = 50 points (Note: Workshop 5 is a three day, in-class workshop; you must attend all three sessions or you will receive 0).

Logical Fallacy Assignment: 15 points

Midterm exam (Blog entries): (10 @ 5 points) = 50 points

Collaborative Project: 50 points

Literacy Information Worksheet (parts 1 & 2): 10 points

Library Information Worksheet: 15 points

Final Exam: 50 points

Attendance: 50 points (see #10 for details)

Your final grade is based on the following scale:

94 - 100 % = A

90 - 93 % = A-

87 - 89 % = B+

84 - 86 % = B

80 - 83 % = B-

77 - 79 % = C+

74 - 76 % = C

70 - 73 % = C-

67 - 69 % = D+

64 - 66 % = D
 60 - 63 % = D -
 Below 60 % = F

Please note, these points are tentative as other assignments may be given if deemed necessary by the instructor and will count toward your final grade.

8. Course content outline:

Your assignment sheet with all due dates is attached to this syllabus.
 The Final Exam Date is indicated on your assignment sheet.

Assessment of course: Students have an important, active role in assessment at Wayne College. Assessment is an on-going process in every curriculum and course in the College. Assessment activities are not the same as exams or other individual student performance evaluations used to determine students' grades. Assessment activities allow for systematic measurement of the effectiveness of different teaching techniques and tools in helping students grasp key concepts, skills, and/or information in a given course. Instructors use data from assessment activities to modify how the course is taught to continuously improve student understanding and mastery of course material. Therefore, students should give their best effort to their role in assessment. For example: In this course, assessment activities will include worksheets, exit cards and reflective writing.

9. **Attendance and tardy policy:** According to the University attendance policy (BOT Rule 3359-20-05D), [a] student is expected to attend all meetings of all classes for which the student is enrolled. A student may be dropped from a course by the dean if absences are repeated and the instructor recommends this action; a student can gain readmission only with the permission of both dean and instructor. A student dropped from a course receives an "F" which counts as work attempted whenever grade-point ratio calculations are made. A true medical emergency may be considered on a case by case basis for making up certain assignments, which include the following: Formal Papers, your Logical Fallacy Assignment, and Writing Assignments. Please keep in mind, though, that point deductions may apply, depending on the circumstances. You cannot make up writing center attendance, library workshops, your midterm blog, or your final exam. Missing work during the days you work on your collaborative project will also count against you: 5 points per day missed deducted from your attendance grade. All medical excuses will be verified by your instructor. Examples of medical situations that warrant leniency would be complications in pregnancy, cancer treatment, or emergency surgery. Death of first degree relatives will also allow for make-up work of the assignments specified above. Late Entry Policy: The course will begin precisely at the assigned time. Students should arrive at the classroom a few minutes early to prepare their materials. Attendance will be taken at the beginning of class. Attendance points will be awarded as follows:

0 - 4 absences = 50 points
 5 absences = 25 points
 6 absences = 15 points
 7 absences = 10 points
 8 or more absences = 0 points

Three times tardy = 1 absence

Cell phone usage and using the computers for non-class work may also count against your attendance grade. See #11 below.

10. **Withdraws: Dropping or withdrawing from this class** Starting in Fall 2011, the University has revised its rules for dropping or withdrawing from a course.

For graduate and undergraduate students: You may **drop** a class up to **Monday, January 28th**. A "drop" will not appear on your transcript. The class simply "disappears." You may **withdraw** until **Sunday, March 3rd** through ZipLine (no signatures required). If you do not drop or withdraw, you will receive a grade in the class. If you withdraw, a "WD" will appear on your transcript. You should know that a withdrawal may affect your financial aid, eligibility for on-campus employment and eligibility for insurance. Speak with your adviser for details.

For undergraduate students only: You must consult your academic adviser before withdrawing from more than two courses before you have earned 32 credits; and before withdrawing from more than two courses after you have earned 32 credits but before you have earned 64 credits. (This does not count withdrawals that occurred before you earned 32 credits.) You may not withdraw from more than four courses before you have earned 64 credits. Until the fall 2013 semester, this does not apply to students who enrolled in the University before fall 2011. Starting in the fall 2013 semester, it applies to every undergraduate student. You may not withdraw from the same course more than twice. Until the fall 2013 Semester, this does not apply to students who enrolled in the University before fall 2011. Starting in the fall 2013 semester, it applies to every undergraduate student. Exceptions may be made for extraordinary non-academic reasons (e.g., medical treatment or convalescence, military service). See your adviser. The new rules are intended to help you graduate on time. Students who withdraw on a regular basis often do not finish their programs and earn degrees. Students who withdraw frequently tend to deplete their financial aid too early. Further, a pattern of withdrawals sends the wrong message to potential employers or to graduate schools. It says, "When the going gets rough, I quit." This is a summary of the new rules. Your adviser can answer specific questions.

11. **Cell phones and other electronic equipment:** No electronic devices (phones, beepers, hand-held video games, laptops, televisions, audio equipment, etc . . .) are to be used during class, without consent from the instructor. All cell phones etc. must be off and not taken out during class. You will be given one warning if you are texting, etc. in class. After that, you will be deducted 5 points per infraction from your attendance grade. As we have computers in the classroom, you should keep in mind that they are to remain closed unless directed to be used. You are to surf the web and check e-mail on your own time, not on my time. You will be given one warning if you are playing around on the computers during class time. After that, 5 points will be deducted from your attendance grade per each infraction.

12. **Plagiarism and academic dishonesty:** Plagiarism is a violation of The University of Akron's Student Policy on Academic Dishonesty. Plagiarism includes:

- Turning in a paper written in whole or part by another person
- Copying and pasting sections from another work directly into your paper without proper acknowledgement of the source.
- Turning in a paper whose contents include the exact words or paraphrases from sources not properly documented through referenced quotations, parenthetical citations, or a Works Cited page, as determined by the MLA system.
- Turning in a paper written by you for another class.

Written work containing any plagiarized material will receive zero points with no opportunity to revise or re-submit. If you are having difficulty completing a paper on time, need some additional help, or are unsure of how or where to document a source, please come to see me or go to the writing center so that you can avoid inadvertently or intentionally plagiarizing a source.

13. **Additional help:** Your instructor is available for a reasonable amount of individual help outside of class. For additional help, **tutoring** is provided by the Smucker Learning Center at (330) 684-8960. If you also attend the Akron Campus the Department of Developmental Programs Tutoring Lab in Bierce Library room (330) 972-6552 also offers tutoring. You are required to visit the Smucker Learning center three times this semester for help with Papers I, II, and III. You must make an appointment and meet with your tutor, and spend the session working on problems with your papers. Deadlines for attendance are clearly indicated on your assignment sheet and no extensions will be given. Keep in mind that appointments may be hard to get, so make your appointments early. **Do not** delay in seeking help, as it takes some time to set up the tutoring.

Fall 2012 Hours to meet with Writing Consultants are:

Monday – Thursday

9:00 a.m to 8:00 p.m.

Friday

9:00 a.m to 3:00 p.m.

Saturday

10:00 a.m. to 2:00 p.m.

14. **Students with disabilities:** Any student who feels that he or she may need an accommodation based on the impact of a disability should contact the ADA Coordinator, Dr. Jane Fink, at (330) 684-8767. Her office is located in the Smucker Learning Center in B-107. If you need any type of accommodation, you need to take care of it quickly. Please remember, accommodation is not retroactive. Whatever grade(s) you earn for an assignment will not be changed once you receive accommodation. Do not wait until your grades begin to fall, etc.

15. **Appeal Process:** If you find yourself in a situation where you disagree with your instructor about one of these policies or another issue, it is very important to follow these steps, in the order given:

1. Discuss with your instructor the nature of your concern. This is where 99% of any disagreements are resolved, so give this initial step your full attention and cooperation.
2. If after talking to your instructor you feel that the situation has not been resolved, inform the instructor of your feeling and that you will be contacting the Area Coordinator. The coordinator for this class is: **Dr. Janet Minc** and her contact information is: **Telephone:** (330) 684-8750 and **e-mail:** jminc@uakron.edu.
3. After talking to your instructor and Area Coordinator, you feel that the situation has not been resolved, contact Garth D. Schoffman the Director of Instruction and Program Development, E-242F, Tel. 330-684-8938, e-mail: gds@uakron.edu. He will affirm that the instructor has had the opportunity to discuss your situation with you before working on a solution. This is where virtually all remaining conflicts will be resolved .
4. If, after speaking with Mr. Schoffman, you still feel your concern warrants discussion, you may contact Dr. Daniel Deckler, Interim Associate Dean of Instruction, E-242, Tel: 330-684-8761, e-mail: dcd@uakron.edu.

It is important that you follow protocol.

16. **Additional college policies:** Students should visit: <http://wayne.uakron.edu/syllabus-policies/> for important policies (including student rights and responsibilities) and college information.

Bibliography

- Behrens, Laurence, and Leonard J. Rosen. *A Sequence for Academic Writing*. 5th ed. Boston: Pearson, 2012. Print.
- Colombo, Gary, Robert Cullen, and Bonnie Lisle, eds. *Rereading America: Cultural Contexts for Critical Thinking and Writing*. 7th ed. Boston: Bedford St. Martins, 2007, Print.
- Greene, Stuart, and April Lidinsky. *From Inquiry to Academic Writing: A Text and Reader*. 2nd ed. Boston: Bedford St. Martin's, 2012. Print.
- Harris, Robert A. *Using Sources Effectively*. 3rd ed. Glendale: Pycszak Publishing, 2011. Print.
- Kirszner, Laurie G., and Stephen R. Mandell. *Practical Argument: A Text and Anthology*. Boston: Bedford St. Martin's, 2011. Print.
- Lunsford, Andrea, John J. Ruszkiewicz, and Keith Walters. *Everything's an Argument*. Boston: Bedford St. Martin's, 2007. Print.
- MLA Handbook for Writers of Research Papers*. 7th ed. New York: Modern Language Association of America, 2009. Print.
- University of Akron Wayne College Smucker Learning Center. "MLA Handout for Wayne College Students." *APA/MLA Documentation*. University of Akron Wayne College Smucker Learning Center, 2009. N.d. Web. 13 Dec. 2010.

A tentative Assignment Sheet follows. Unless indicated, follow this schedule. Detailed Writing Assignment information follows the assignment sheet.

| Monday | Wednesday | Friday |
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| <p>1/14 Introduction to class Intro. to the Library Workshops Syllabus Library Information Worksheet given Literacy Information Worksheet given For Wednesday: From <i>Brown</i> pp. 401 (52d) – 420 do exercises . 53.1 and 53.2 on pp. 417 - 418 Read <i>Dialogues</i> pp. 3 – 15 prepare questions p. 24 ex.1. Also read pp. 257 – 265</p> | <p>1/16 Literacy Information Worksheet due Paraphrasing/Summarizing/Quoting Plagiarism</p> <p>For Friday: Read <i>Brown</i> chapter 10 on Academic Writing and chapter 11 on Argument; do exercise 10.1 on p. 101</p> <p>Read <i>Dialogues</i> pp. 26 – 46 (stop at Fallacies) Also read pp. 257 – 259 & pp. 260 – 265 on summarizing, paraphrasing, quoting and attribution.</p> | <p>1/18 Library Information Worksheet due</p> <p>Ethos/Pathos/Logos Academic Writing Parenthetical Citations Claims and reasoning</p> <p><i>Little Brown</i> pp. 450 -509 is the reference section for MLA citations. You need to constantly refer and study these pages throughout the semester.</p> <p>For Wed. from <i>Dialogues</i> pp. 46 – 57 on Logical Fallacies</p> |
| <p>1/21 MLK Day No Class Library Workshops to begin on Monday 1/28. Please make sure that you complete your workshops by the deadlines indicated on the assignment sheet. No extensions will be given.</p> | <p>1/23 Discuss Reading and do Fallacy Worksheet Parenthetical Citations continued Print sources Read from <i>Dialogues</i> chapter 4 on Audience and on p. 111 do exs 1, 2, and 5 Counterarguments Rebuttals and Concessions</p> | <p>1/25 Writing Assignment #1 due Print sources continued</p> <p>Read from <i>Dialogues</i> chapter 5 pp. 113 – 116 (stop Sample Argument)</p> |

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| 1/28 Print sources continued For Wednesday: Review Print sources | 1/30 Review Print Sources and parenthetical citations. For Friday: Read <i>Dialogues</i> chapter 6 on Evidence | 2/1 Begin Non-Print Sources For Monday From <i>Dialogues</i> chapter 9 |
| 2/4: Library Workshop #1 due Continue Non-Print Sources | 2/6 Finish and Review Non-Print Fallacy Assignment due | 2/8 Begin <i>College Inc.</i> for Paper I (Evaluation) |
| 2/11 Read from <i>Dialogues</i> pp. 259 - 263 <i>College Inc.</i> continued Library Workshop #2 due | 2/13 Finish <i>College Inc.</i> Begin Paper I | 2/15 First Draft of Paper I due |
| 2/18 Inductive and Deductive Reasoning Library Workshop #3 due Work on Paper I For Wednesday: From <i>Dialogues</i> read Shepard pp. 457 - 463 | 2/20 Setting up Midterm Blog with Maureen Lerch Discuss Reading Homework: For Friday from <i>Dialogues</i> read Perlstein pp. 465 – 470 Begin thinking about topics on proposing a solution to a problem in education or the use of social media for Paper II | 2/22 Blog #1 due Full Draft of Paper I due for editing Read from <i>Dialogues</i> Handler pp. 470 – 473 for Monday 3/4 Discuss reading Writing Assignment #2 due Writing Center Attendance Deadline for Paper I |
| 2/25 Paper I due Library Workshop #4 due Library Workshop 5 | 2/27 Library Workshop 5 Paper I due Blog#2 due | 3/1 Library Workshop 5 All Retakes due |

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| 3/4 Discuss readings For Wed. from <i>Dialogues</i> pp. 134 – 145 on Proposal Arguments and Carr pp. 558 – 566 Writing Assignment #3 due | 3/6 Begin Paper II and Works Consulted Discuss Reading For Friday from <i>Dialogues</i> pp. Kelleher pp. 575 - 577 Blog #3 due | 3/8 Discuss readings for Monday from <i>Dialogues</i> read Helfand pp. 571 – 575 and Cowen pp. 578 – 583 and Brodesser – Akner pp. 590 – 593 Blog #4 due |
| 3/11 Discuss Readings Blog #5 due Writing Assignment #4 due | 3/13 Work on Paper II Blog #6 due | 3/15 Draft I of Paper II due Blog #7 due |
| 3/18 Full Draft of Paper II due for editing Works Consulted Due for Paper II Blog #8 | 3/20 Blog #9 due Deadline for Writing Center for Paper II Work on II For Friday: Read from <i>Dialogues</i> position arguments pp. 125 – 129 and Etzioni pp. 308 – 313 Your major assignments for Paper III will be given on Friday 3/22. You are expected to be in class. If you do not attend, you are responsible for missed material/explanations. | 3/22 Paper II due at beginning of class Assign Paper III , Formal Outline, and Annotated Bibliography For Wednesday 4/3: read from <i>Dialogues</i> Horning pp. 314 – 318 and Lutz pp. 320 – 331 Midterm Blog due (Blog 10) |
| 3/25 Spring Break | 3/27 Spring Break | 3/29 Spring Break |
| 4/1 Begin Paper III MLA Review Worksheet | 4/3 Work on Paper III Assign Collaborative Project | 4/5 Opinion Piece due Work on Paper III For Monday: Read chapter 8 from <i>Dialogues</i> on visuals |
| 4/8 Formal outline due Work on Paper III | 4/10 Work on Paper III and Annotated Bibliography Writing Assignment #5 due | 4/12 Draft I of Paper III due |

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| 4/15 Workshop on Collaborative | 4/17 Work on Paper III Annotated Bibliography due | 4/19 Full Draft of Paper III due for editing Writing Center Attendance Deadline for Paper III |
| 4/22 Paper III due Work on collaborative Project | 4/24 Work on Collaborative Project Rhetorical Statements and Bibliography due on 4/29 | 4/26 Work on Collaborative |
| 4/29 Collaborative Presentations Instructor Evaluations | 5/1 Collaborative Presentations Literacy Information Worksheet Part 2 due | 5/3 Review for Final Final Exam: Wednesday May 8, 8:00 – 9:55 a.m. |

Writing Assignments

Assignment #1 due 1/25: Write a Response to Willen’s “Reflections on the Cultural Climate of Plagiarism.” Begin by summarizing the author’s main points, and then next, consider the most important claim(s) of the text, the intended audience of the piece, the evidence provided, the style, tone, and language being used. Examine the author’s credibility and how the author uses the rhetorical appeals of Ethos, Pathos, and Logos. Finally, answer the following and weave your answers into your writing: 1. The internet and cut-and-paste technology are somewhat new phenomena. How does Willen attempt to give some historical context to his argument and 2. Is Willen just letting students off the hook by blaming society for the widespread use of plagiarism? Do not simply “list” your information. This should be written as an essay with an introduction and conclusion. Make sure your assignment is in MLA format and is 1 ½ to 2 pages typed.

Assignment #2 due 2/22: Find a magazine, journal, or newspaper article which addresses a problem within the realm of education or social media and whose author poses a solution to the problem to which you do not agree. Note what the problem being addressed is, what solution the writer gives to the problem, and how the writer justifies his/her solution to the problem. You should then think of what you feel is a better solution to the problem and use a secondary source to help support your proposed solution. You may list this information.
Now, write out your claim and organize your points deductively (beginning with your claim and following with support), then write and organize your points inductively (presenting supporting evidence and following with your claim). Finally, reflect on which way is more effective for this particular argument.

Assignment #3 due 3/4: Write a two page evaluation of the library workshops. Reflect on the content of the workshops. Did they teach you skills that re necessary for this class? If other instructors from other classes require the workshops, do you feel the classes that require the workshops actually have assignments that re supported by the skills taught? What skills do you feel will be the most valuable to you moving forward either in school or your personal life? Are there things you really liked or disliked about the workshops? You must submit two copies of this assignment

Assignment #4 due 3/15: Using the *Opposing Viewpoints in Context* database, locate the full text of the following popular article citation: Roosevelt, Max. "Student Expectations Seen As Causing Grade Disputes." *New York Times* 15854590 (Feb. 18, 2009): A15 (L)

Read the article and look for clues that might lead to finding the original scholarly research discusses in the newspaper article.

Using the skills you learned in Library Workshop 3, conduct a search using the library databases to locate the scholarly research.

Make sure to answer and include the following:

What databases did you use?

What specific fields did you search?

What is the citation to the scholarly article? Use your handbook; don't copy and paste.

Print out the first page of the scholarly article and attach it to your answers to the above questions. Next, analyze differences between popular – vs – scholarly articles, giving at least three differences.

Assignment #5 due 4/10: Choose three visual advertisements that share a focus or theme that interests you. Write two pages about what these images argue and how well they do so. Examine the assumptions the ads make about their audience, as well as the ideas and associations the ads play on in order to sell the product. How does the language of each ad work in relation to the image? Be clear about what you want you want your readers to see in these advertisements and why these insights matter.